**COGNISANCE:** De**c**laration **o**f **G**e**n**erative A**I** Tool U**sa**ge  
i**n** Higher Edu**c**ation T**e**sts

The declaration shall be used for seminar papers, term papers, bachelor theses, and master theses to explicate the use of generative AI tools and the author(s) own scientific performance.

Title of the paper/thesis

Date of submission

1. **Responsible use of the tools**

Confirm the following statements.

|  |  |
| --- | --- |
| **Statements on responsible tool use** | **Confirmation: Yes** |
| I/we are informed about the capabilities and limitations of the generative AI tools I/we used. |  |
| I/we verified that the results given by the tools are accurate or that I/we corrected them. |  |
| I/we acknowledge that the responsibility for the paper/thesis lies with the author(s), not the tools or anybody else. |  |

1. **Detailed activities for which the tools were used**

Indicate which tool you used and to what extent for which activity.

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Description | Tools used (if any)[[1]](#footnote-2) | Description of the tool usage  (type of usage, affected sections of the paper/thesis, etc.) |
| Ideation & conceptualization | * Generating ideas, research goals, aims, and questions * Identifying and defining relevant concepts |  |  |
| Literature search and analysis | * Searching for relevant literature * Reviewing potentially relevant literature * Summaries of relevant literature |  |  |
| Methodology | * Searching for an appropriate methodology * Designing and tailoring the methodology to the research question(s) |  |  |
| Coding | * Creating and documenting code, algorithms, software * Testing and debugging of existing code, algorithms, software * Understanding existing code, algorithms, software |  |  |
| Data collection and analysis | * Collection of primary or secondary data * Qualitative data analysis (including summarizing and coding) * Quantitative data analysis (including statistics) * Mathematical, computational, or other formal techniques for modeling, simulation, and analytics |  |  |
| Interpretation and Validation | * Interpretation of results * Derivation of implications for research and practice * Verification of the overall replication/ reproducibility of results and other research outputs |  |  |
| Structuring and planning the text | * Outlining the paper/thesis * Outlining sections of the paper/thesis (e.g., bullet point lists per section) |  |  |
| Generating the text | * Generating text on various topics in different sections of the paper (including title and abstract) |  |  |
| Translating text | * Translating text written by the authors * Translating text written by others |  |  |
| Reviewing & editing the text | * Critical review, feedback or revision on content, organization, or grammar of the paper * Proofreading * Rephrasing or paraphrasing text * Shortening / extending text |  |  |
| Presentation | * Structuring a presentation on the paper * Filling a presentation with content on the paper |  |  |
| Citation Management | * Creation of reference list * Formatting of references |  |  |
| Further activities |  |  |  |

Is there anything else to declare regarding the use of AI tools that would highlight or limit your independent, definable performance in crafting this paper/thesis?

1. **Signature(s) of author(s)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Author last name, first name(s)** | **Matriculation number** | **Date** | **Signature** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Background on this declaration:** Assessments at the university must allow students' performance to be determined. For this purpose, the student's own performance, which is contained in a paper/thesis, must be distinguished from the performance of others. It is also necessary to understand the tools used. As long as generative AI is relatively new in higher education, its use must be declared in detail. This serves the evaluation of the performance and assures students that their work will not be reassessed afterwards against the background of other norms.

**Sources:** The contents in section 3 are in part based on the CRediT Contributor Role Taxonomy by Allen et al. (2019) and the ChatGPT guidelines by Gimpel et al. (2023a, 2023b).

**Further reading:** Gimpel et al. (2023a) provides an overview on generative AI in higher education. Gimpel et al. 2023b) provides a step-by-step guide for getting to know ChatGPT.

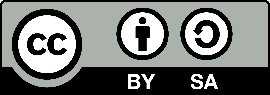
**References:**

Allen, L., O’Connell, A., & Kiermer, V. (2019). How can we ensure visibility and diversity in research contributions? How the Contributor Role Taxonomy (CRediT) is helping the shift from authorship to contributorship. Learned Publishing, 32(1), 71-74

Gimpel, H., Hall, K., Decker, S., Eymann, T., Lämmermann, L., Mädche, A., Röglinger, M., Ruiner, C., Schoch, M., Schoop, M., Urbach, N., Vandirk, S. (2023a). Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education: A Guide for Students and Lecturers. University of Hohenheim, March 20, 2023. <https://digital.uni-hohenheim.de/fileadmin/einrichtungen/digital/Generative_AI_and_ChatGPT_in_Higher_Education.pdf>

Gimpel, H., Jung, C., Utz, L., Wöhl, M. (2023b). Von Null auf ChatGPT: Eine Schritt-für-Schritt-Anleitung, um sich mit der künstlichen Intelligenz vertraut zu machen. Universität Hohenheim, 21. April 2023. <https://digital.uni-hohenheim.de/fileadmin/einrichtungen/digital/Von_Null_auf_ChatGPT_-_Anleitung.pdf>

**Further usage:**

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1. Provide the names of the tools used, e.g. ChatGPT, DeepL Write, Microsoft 365 Copilot, Neuroflash, Grammarly, DeepL Translator, Google Translate, Perplexity, Elicit, Explainpaper, ResearchRabbit, GitHub Copilot. [↑](#footnote-ref-2)